

Trellech C.P. School
Trellech
Monmouth
Monmouthshire
NP25 4PA

09/07/2026

Dear leaders and staff

Interim visit: June 2026

A team of inspectors visited Trellech Primary School recently to consider progress in relation to two of the recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Strengthen self-evaluation and improvement processes to focus sharply on the most important areas for development

- Leaders have established clear, comprehensive processes for evaluating the work of the school. This includes helpful contributions from governors who work with leaders to monitor the school's provision and pupils' learning. In general, leaders use these processes to identify areas for improvement carefully. In a few cases, they do not identify and prioritise where improvements are needed, such as in foundation learning pedagogy and practices.
- The headteacher is providing leaders with suitable professional learning to enable them to evaluate their areas of responsibility more sharply. This work is at the early stages of development. At present, monitoring does not always focus well on identifying strengths and areas of improvement in pupils' learning.

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- The headteacher has refined whole-school improvement processes so that they focus better on development priorities and align with the school's vision. Leaders review progress towards these priorities throughout the year carefully.
- Leaders of learning also consider improvement priorities for their individual areas of responsibility conscientiously. The school is continuing to consider how these different plans and processes can work together more harmoniously.
- Overall, leaders have sharpened improvement processes, with many leading to appropriate improvements in provision and learning. Nevertheless, they recognise that these processes require further refinement and tighter alignment to the most important priorities, so that they secure consistently strong impact.

Provide worthwhile opportunities for pupils to apply their mathematical and digital skills with increasing sophistication in their work across the curriculum

- Leaders have organised valuable professional learning and beneficial opportunities for staff to collaborate with other schools. This has helped to develop teachers' confidence in providing effective opportunities to develop pupils' mathematical and digital skills.
- There are clear, whole-school frameworks to support the development of pupils' digital and mathematical skills. These ensure that opportunities are purposeful and are embedded across a wide range of curriculum areas.
- Many teachers plan effective learning opportunities that build on pupils' prior learning well. In many cases, they identify purposeful contexts for applying pupils' mathematics and digital skills and ensure that activities are authentic and relevant. In younger classes, teachers do not always do this well enough to ensure pupils have effective opportunities to develop their mathematical and digital skills.
- In the older classes, teachers provide beneficial and challenging opportunities for pupils to build on their understanding of mathematical concepts effectively. This means that they become highly confident in applying their mathematical knowledge in a range of contexts and experiences across the curriculum.
- Most pupils talk confidently about the wide range of digital skills they develop and how they use these to support their learning across the curriculum. Where this is most effective, pupils apply their digital skills independently, for instance to summarise information or to handle and analyse data relevant to their topic work.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6792301>

Yours sincerely



Liz Miles

Assistant Director